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ABSTRACT

Because of the continuing disparity of standards for secondary teachers of speech and theater, the Southern Speech Communication Association (SSCA) is attempting to establish minimum professional standards throughout the states it serves. This document, prepared by a committee of the SSCA, sets forth the need for certification as a method for setting minimum standards of admission into the teaching profession, for regulating and enforcing those standards, for serving the public as a guide to the professional qualifications of the individual, for specifying means and conditions for attainment of both initial and renewed certification, and for allowing the profession, the institution, and the state to attest to each individual's employability. The committee outlines its reasons for opposing competency-based teacher education as the mandatory mode of certification and presents arguments in favor of certification of speech teachers based upon total course hours and specific courses taken. The document lists recommended minimum course-hour requirements; it then lists acceptable courses for three areas of oral communication: speech, theater, and mass communication. (GW)

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# SSCA GUIDELINES FOR SECONDARY TEACHER CERTIFICATION

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Speech educators in the United States have maintained an interest in standards for speech teachers since the founding of the National Association of Academic Teachers of Public Speaking. In the first issue of its journal, J. M. O'Neill described this need.[1] This interest has continued down to our present day in regional and national association publications.[2] These publications represent only a portion of our professional concerns for teacher education standards, since a variety of committees, task forces, workshops, and convention programs have dealt with certification, teacher education standards, and criteria for evaluating prospective teachers.[3]

A variety of professional opinions by speech and theatre educators has been expressed on what the qualified, effective teacher should be and do.[4] Further diversity in professional opinions is found in the various state requirements for certification of speech and theatre teachers. This diversity manifests itself in areas such as the total credit hours required in the academic specialization, total hours required in student teaching, specificity of courses required in the major, and even competencies required of prospective teachers.[5] Furthermore, it is not unusual to find states that permit teachers to teach one or two courses out of their area of certification if the area being taught is "related" to their academic major. It is this continuing disparity in standards, and a genuine concern for establishing minimum professional standards throughout the states served by the Southern Speech Communication Association that leads to the development of this document.

Traditionally, certification standards have been primarily the concern of state departments of education. With the evolution of active professional groups,

such as the SSCA, this concern must become a shared one. The growing complexity of any academic field requires input by specialists in that field to establish, revise, and implement those standards.

This committee views certification as a method to: set minimum standards for admission into the teaching profession, regulate and enforce these standards, serve as a guide to the public attesting to the professional qualifications of the individual, specify means and conditions for attainment of both initial and renewed certification, and allow the profession, institution, and state to attest to each individual's employability. Certification standards for teachers of speech and theatre that are established without the specific endorsement of the professional speech and theatre associations in states and geographical areas should not be considered as a true professional standard. Continuing input from the professional associations in speech and theatre is required for state certification standards, if these standards are to be accepted and supported by professional associations. The SSCA does not intend to be a party to a power vacuum in the area of certification.[6]

This committee is well aware of a tradition of "educational innovations" which quickly become passing fads.[7] When prospective innovations are adopted before they are tested adequately, they are found unworkable, or inadequate unless other major changes are made. As a result, they are dropped. The current conflict between determining certification based on course hours and determining certification based on teacher demonstrated competencies may be one of these "innovations."

The committee was able to find many definitions of competency based teacher education (CBTE) and performance based teacher education (PBTE). Basically, it

agrees with the definition that both deal with "publicly specified criteria for classes of learning outcomes found to be appropriate to teacher preparation, i.e. knowledge, skills (performance), and products."[8] Numerous discussions of CBTE and PBTE are available.[9]

At this time this committee does not support competency based teacher education as the mandated mode of teacher certification. This decision was reached as a result of the following considerations.

1. The CBTE movement is being mandated without the committment or support of teachers who will be directly affected, or by teacher educators. Previously, we indicated that teacher certification must be a shared responsibility of state departments of education and professional speech and theatre association groups. In this movement, there has been no shared responsibility. Rather, state legislatures have required the adoption of CBTE standards.
2. As with so many other educational "innovations," CBTE is being adopted without sufficient empirical or experimental evidence to support its adoption. Both qualified personnel for measuring results of CBTE and reliable measuring instruments are scarce or non-existent.
3. Professional groups are being required to draw up lists of competencies to meet immediate deadlines. As a result, these competencies are being formulated, without adequate evidence that they will produce stated (or desired) outcomes.
4. To be truly effective, certification standards must be monitored and enforced by qualified, interested professionals. The implication is that managers of the system will have met the certification requirements

themselves, will be willing and able to evaluate the competencies in others, and will be compensated in time and/or money for making these evaluations. (It appears that little consideration has been given to the financial support needed to implement an effective competency-based system.) Drawing up lists of teacher competencies will not guarantee that those lists will be fulfilled in individual classes unless there is some method of institutional evaluation. Comparisons of two or more institutional programs will require even more evaluation.

The committee supports certification by states and professional speech and theatre associations based upon total course hours and specific courses or choices of courses within the total hours required. This decision is based upon the following considerations.

1. The structure for determining and evaluating total course hours and specific courses now exists in each state. The course-hour system has worked for many years and with specified revisions there is no valid reason to assume that it will not continue to do so. We recommend that specific courses now be required of speech and theatre students who wish certification in any state, in order to remedy the flaws of inconsistency that exist. Further we recommend that a minimum number of course hours be required of students for certification in each state. No additional expenditures of funds or efforts of personnel are required to accomplish certification by the use of these criteria.
2. State legislators' desire for accountability can better be met through enumeration of course hours and course content than through hastily drawn competency requirements.

3. Evaluation of accomplishments within individual courses appears to be as valid as proposed systems for evaluating competencies within individual courses, since ultimately, the individual professor is responsible for both evaluations. The burden of proving the accrual of more or better results under CBTE continues to rest with proponents of the CBTE system.
4. For professional associations now to draw up competencies in their unique areas as a result of legislative mandate ignores the very premise of shared responsibility in determining certification criteria for any professional area. We maintain that this must be an initial consideration in changing any structure that touches upon admission standards to the teaching profession.

The SSCA Certification Committee, in determining its recommended standards for certification, was concerned about the number of hours and courses each student will present in the study of oral communication. Three major components that are viewed as viable areas for studying oral communication are: speech, theatre, and mass communication. The committee views the following specific subjects as constituting the three components: speech, speech communication or communication (debate, argumentation, persuasion; public speaking, speech, public communication; discussion, small group interaction, interpersonal communication; forensics, individual speech events, student congress, parliamentary procedure; oral interpretation, readers theatre, chamber theatre, choral speaking, group interpretation; communication theory; voice and articulation, diction); theatre, dramatics, theatre arts (acting mime, pantomime, creative dramatics, children's theatre; stagecraft, technical theatre, lighting, costuming, make-up, scene design; history of theatre; directing; staging readers and chamber theatre; playwriting; group interpretation, choral interpretation); mass communication, mass media,

radio-television-film (radio production, television production, film production; broadcast news; mass communication; film appreciation, announcing; television direction; history of broadcasting, history of film; broadcast engineering; introduction to radio, television and/or film; advanced television direction; advanced or individual activities in media).

Within the area of the three components mentioned above, the committee recommends that certification be made available on the basis of primary and secondary concentrations within these components. All students expecting certification in speech, theatre, mass communication or any two of these areas should present a minimum of 33 semester, or 50 quarter hours, in one or two of these areas. A minimum of 12 semester of 18 quarter hours may be submitted for a secondary area of concentration. In addition a methods course and directing speech and theatre activities course must be added. The following courses are listed in as many traditional forms as feasible. If a specific course in a given department is otherwise named, this should serve as a guideline to determine certification standards.

| | primary | secondary |
|---|---|---|
| SPEECH OR COMMUNICATION | debate<br>discussion<br>public speaking<br>interpersonal or communication theory<br>intro. to oral interp.<br>voice and diction or articulation<br>readers or chamber theatre group interp., or choral speaking | voice and articulation<br>discussion or debate<br>public speaking<br>interpersonal or communication theory |

| | primary | secondary |
|---|---|---|
| THEATRE | acting<br>directing<br>stagecraft and scene design<br>history of theatre<br>make-up, or costuming<br>readers or chamber theatre, group interp., choral speaking, advanced production<br>advanced tech. theatre or play production<br>theatre aesthetics or criticism | acting<br>directing<br>stagecraft and scene design<br>history of the theatre |
| MASS COMMUNICATION | survey of mass communication<br>history of mass communication<br>radio or TV or film production<br>writing for radio/TV/ film<br>broadcast news<br>mass communication and society<br>aesthetics and criticism of mass media | survey or history of mass communication<br>radio-or TV or film production<br>writing for radio/TV/ film or broadcast news<br>mass communication and society or aesthetics and criticism of mass media |

FOOTNOTES

[1]J. W. O'Neill, "The National Association," Quarterly Journal of Public Speaking, I (April, 1915), 51.

[2]Karl F. Robinson, "Certification of Secondary School Teachers of Speech," The Speech Teacher, I (January, 1952) 24-28; Dorothy Yaws, E. L. Pross, "A Survey of Speech Certification Requirements," Southern Speech Journal, XVII (December, 1952), 102-109; Karl F. Robinson, "Recent Trends in Certification of High School Teachers of Speech," The Speech Teacher, VIII, (March, 1959), 114-119; S.A.A. Sub-Committee on Curricula and Certification, "Principles and Standards for the Certification of Teachers of Speech in Secondary Schools," The Speech Teacher, XII (November, 1963), 335-337; Jan Timmons and Kim Giffin, "Requirements for Teachers of Speech in the Secondary Schools of the United States," The Speech Teacher, XIII (March, 1964), 96-98; "Action Report F," Spectra (April, 1969), 10; Larry G. Schnoor, "An Overview of Certification Requirements for Teachers of Speech in the Secondary Schools," The Speech Teacher XX (January, 1971), 65-68; Georgeanna P. Vallejo and John I. Sisco, "Speech, English, and Drama Certification Policies in the South," The Southern Speech Journal, XXXVI (Summer, 1971), 299-311; Ronald L. Applbaum and Ellis R. Hays, "Speech Education in California Public High Schools: Implications for Teacher Preparation and Curriculum Trends," Western Speech, XXXV, (Winter, 1971), 56-62; Sharon A. Ratliffe, "Report of the Action Caucus on Teacher Certification Standards," Central States Speech Journal, XXIV (Winter, 1973), 319-321. Anna May Huges, "Certification Remains a Major Problem for Theatre Teachers," Secondary School Theatre Journal, (Fall, 1973), 13-15; Ronald L. Applbaum and Owen

O. Jenson, "Speech Teacher Training on the Secondary Level: A Survey," The Speech Teacher, XXII (November, 1973), 336-338; Ralph W. Widener, Jr., "A Summary of Requirements for Secondary Certification in Speech," The Speech Teacher, XXIII (March, 1974), 158-162; P. Judson Newcombe and R. R. Allen (eds.) New Horizons for Teacher Education in Speech Communication, Skokie, Illinois: National Textbook, 1974, 151-153; Joint Task Force of the Speech Communication Association and the American Theatre Association, "Guidelines for Speech Communication and Theatre Programs in Teacher Education," The Speech Teacher, 24 (November, 1975), 341-364.

[3]A complete listing would be impossible. A few of them are: the Central States Speech Association Certification Workshop, April 18, 1969 chaired by Deldee Herman; SCA Summer Conference on "Implications of Recent Research for Speech Communication Education" held in Chicago in July, 1970; the SCA sponsored Conference of Teacher Educators in Speech Communication held in Memphis, August 27-30, 1973; formal adoption of a Teacher Education Interest Area by the Instructional Development Division of the Speech Communication Association at its November 8, 1973 meeting; appointment of the ad hoc Committee on Certification for the Southern Speech Communication Association by President Wayne Thompson in November, 1973 with Mary Eleanor Anderson as Chairperson; a convention program on "The Status of Secondary School Certification for S.S.C.A. Member States"; held at the Southern Speech Communication Association convention in San Antonio, Texas on April 8, 1976.

[4]For example, see: Waldo Braden (ed.) Speech Methods and Resources. Evanston, Illinois: Harper and Row, Publishers, 1961, p. 1; S.A.A. Sub-Committee on Curricula and Certification, "Principles and Standards for the Certification of Teachers of Speech in Secondary Schools," The Speech Teacher, XII (November, 1963), 335-337; William E. Buys, Charles V. Carlson, Hite Compton and Allan D. Frank, "Speech Communication in the High School Curriculum," The Speech Teacher, XVII (November, 1968), 298-317.

Charles L. Balcer and Hugh F. Seabury, Teaching Speech in Today's Secondary Schools. New York: Holt, Rinehart, and Winston, 1965, p. 45; William Brooks and Gustav Friedrich, Teaching Speech Communication in the Secondary Schools. Boston: Houghton Mifflin Co., 1973, p. 9; Loren Reid, Teaching Speech. New York: McGraw Hill, 1971, pp. 25-30; George Lewis, Russell I. Everett, James W. Gibson and Katharine T. Schoen, Teaching Speech. Columbus, Ohio: Charles Merrill, 1969, p. 23; Edward J. Pappas, "Implications of Teacher Education Research," in New Horizons for Teacher Education in Speech Communication, pp. 42-45; Elizabeth Norwood, "A Rationale for Effective Teacher Education in Speech Communication," The Speech Teacher, XXIV (March, 1975), 169-171.

[5]For example, in her report at the 1976 Southern Speech Communication Association convention, Mary Eleanor Anderson reported a range in number of hours required in the South for certification in speech and drama of twelve semester hours (Virginia) to forty-eight semester hours (Texas and Kentucky). She indicated a range of from three to eight semester hours required in student teaching. Specific speech courses are required of the prospective teacher in some states (Florida, Mississippi, Arkansas, Kentucky, Texas); others specify no definite courses (Alabama, Georgia, Louisiana). For other studies on this diversity, see: Ratliffe, 319-321; Widner, 158-161; Hughes, 13-15, and Pappas, 45.

[6]Many articles deal with the idea of shared responsibility for certification between state departments of education and professional groups. See Robert R. Spillane and Dorothy Levenson, "Teacher Training: A Question of Control, Not Content," Phi Delta Kappan, 57 (March, 1976), 435-439. The National Council for Accredition of Teacher Education recommends that learned societies and professional organizations be consulted for guidelines in preparation of teachers. See NCATE's Recommended Standards

for Teacher Education. Also, see A Guide to Professional Excellence in Clinical Experiences in Teacher Education, Washington, D.C.: Association for Student Teaching, 1970, pp. 47-48.

[7]See Donald Orlosky and B. Othanel Smith, "Educational Change: Its Origins and Characteristics," Phi Delta Kappan, LIII March, 1972, 412-414.

[8]Dan W. Andersen, James M. Cooper, M. Vere DeVault, George E. Dickson, Charles E. Johnson and Wilford A. Weber, Competency Based Teacher Education. Berkeley, California: McCutchan Publishing, 1973, p. 47.

[9]See, for example, Richard E. Ishler (ed.) Competency Based Teacher Education: A Potpourri of Perspectives. Washington, D.C.: Association of Teacher Educators, 1974; Phi Delta Kappan, LV (January, 1974); Joel L. Burdin and Margaret T. Reagan (eds.) Performance Based Certification of School Personnel. Washington, D. C.: Association of Teacher Educators, 1971; Theodore E. Andrews, New Directions in Certification. Washington, D.C.: Association of Teacher Educators, 1971; Allen A. Schmieder, Competency Based Education: The State of the Scene. Washington, D.C.: American Association of Colleges for Teacher Education, 1973; "Symposium on Performance-based Teacher Education," Journal of Teacher Education, XXIV (Fall, 1973), 180-247; Harvey B. Scribner and Leonard B. Stevens, "The Politics of Teacher Competence," Phi Delta Kappan, LVI (September, 1974), 51-53.